A System's Approach to Solving the RtI Challenge Session I

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Virginia Department of Education RtI Summer Conference
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RESPONSE TO INTERVENTION (RtI) PRESENTATION AGENDA

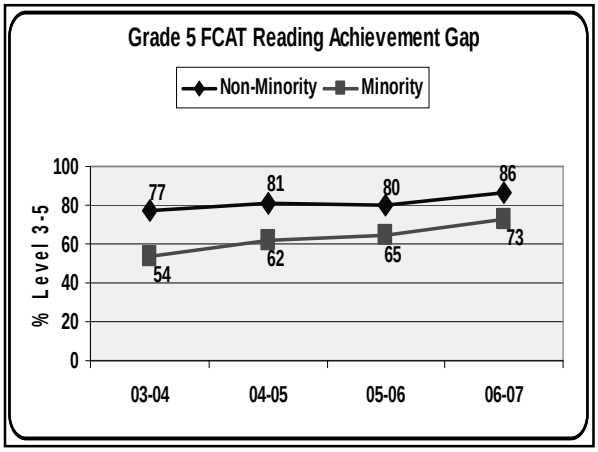
- General information
- District Alignment
- Elementary Schools RtI System
- Middle School RtI System
- High School RtI System
- Three Tier component guidelines-
  - Reading
  - Mathematics
- Florida Reading Model
- Questions?

School District of Lee County Demographics

- Number of Students – 80,000
- Number of New Students- 16,500
- Percentage Minority/Majority- 52%/48%
- Percentage Free/Reduced Lunch- 65%
- Number of Languages/Countries represented- 98/159

School District of Lee County Demographics

- Number of Teachers – 4,948
- Number of New Teachers Each Year- 300-600
- Number of District Schools – 94
- 47% of new students to our district perform below grade level standards on district and state assessments.

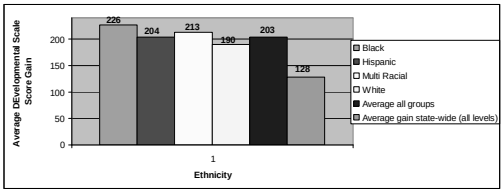


AYP and moving the lowest Quartile

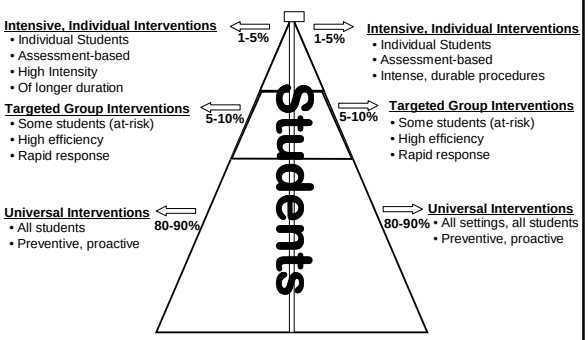
Lee County, Florida – *LANGUAGE!* Students Grade 7

FCAT - Match scores Spring 2005 - Spring 2006

N = 1872



The Basics



System's Considerations

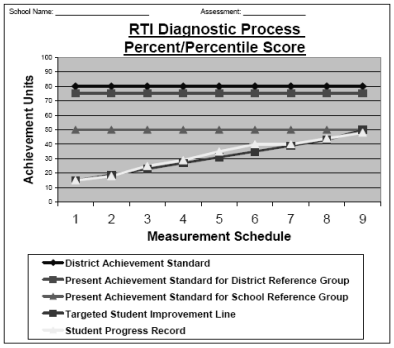
1. Demming---95% of organizational problems are systemic
2. Creates a common language and problem-solving base for all district staff
3. Operationalizes the district vision and mission
4. Creates a common problem-solving framework

System's Considerations

5. Moves you from a constant change process to a continuous improvement process
6. Guided by the research and the data
7. Creates a process for reducing variation and possible options
8. All systems left to themselves move toward the greatest state of disorder

RTI DIAGNOSTIC PROCESS									
District Achievement Standard	80	80	80	80	80	80	80	80	80
Present Achievement Standard for District Reference Group	75	75	75	75	75	75	75	75	75
Present Achievement Standard for School Reference Group	50	50	50	50	50	50	50	50	50
Targeted Student Improvement Line	15	19	23	27	31	35	39	43	50
Student Progress Record	15	18	25	29	35	40	40	44	48

School Name: _____ Assessment: _____

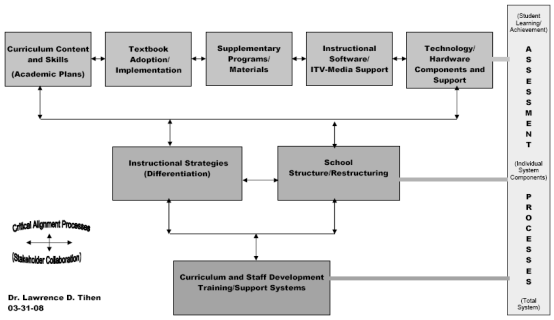


Tihen Prototype VII
RTI Student Data Analysis Charts
Dr. Lawrence Tihen
School District of Lee County
March 2009

ACADEMIC PLAN – DISTRICT ALIGNMENT

Curriculum/Staff Development Component

LEE COUNTY SCHOOL DISTRICT



Dr. Lawrence D. Tihen
03-31-08

Level One Considerations

- Curriculum Content and Skills
- Textbook Adoption/Implementation
- Supplementary Programs/Materials
- Instructional Software/ITV-Media Support
- Technology/Hardware Components and Support

Curriculum Content and Skills

- Sunshine State Standards
- National Reading Panel findings
- Community and Teacher priorities
- Academic Plans by quarter

Textbook Adoption Process

- Does the textbook align with the curricular objectives at the respective grade levels?
- How much adjustment/modification is needed in relation to our academic plan?
- Within the text itself, are there provisions for differentiation of content and/or instruction based on student educational needs?

Supplemental Programs/Materials

- Selected ***after*** we have investigated the match between our curricular content and the selected textbook
- Select a supplemental program that addresses the gaps between the curricular content and the selected textbook

Instructional Software/ITV- Media Support

- Aligns with and supports the curriculum/textbooks/supplemental programs
- Software adopted should not “fragment” the academic content and/or instructional processes

Technology/Hardware Components and Support

- Governed by the types of software components we have selected
- Limitations may restrict software solutions/programs

Level 2 Considerations

Considerations during the textbook adoption process also include:

- Instructional Strategies to meet students needs
- Alignment of the school’s structure with the curricular content and the instructional strategies’ requirements

Instructional Strategies (Differentiation)

- Systematic, Explicit Instruction
- Implicit Learning Opportunities
- Differentiated Instruction Opportunities
- Meets instructional delivery requirements of Response to Intervention (RtI)

School Structure/Restructuring

- Does the present school structure allow for implementation with fidelity of the program to be selected?
- If not, can the school(s) be restructured in a manner compatible with the delivery requirements of the program?

School Structure/Restructuring Examples

- Is mutual teacher planning time available for instructional teams?
- Is access to labs available for technology based programs/supplements?
- Is time scheduled based on educational need?
- Is there alignment of reading instruction provided by the reading teachers and the reading instruction/practice provided through content area teachers?

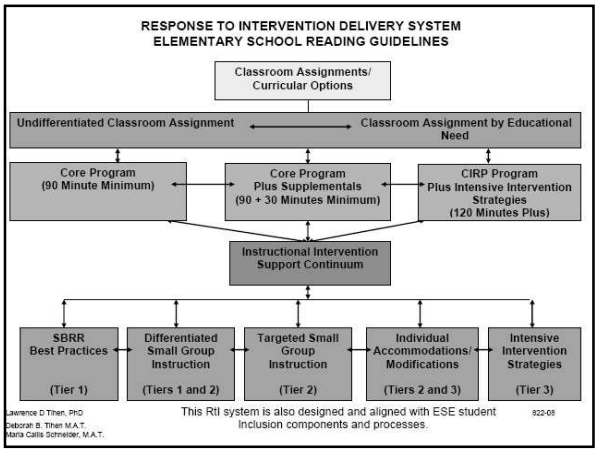
Assessment Processes

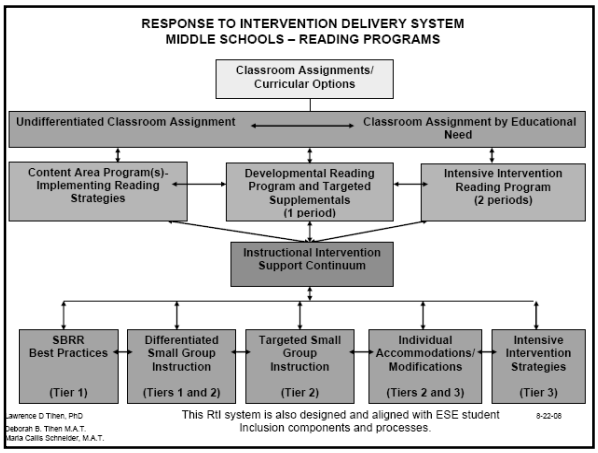
Three Pronged Approach:

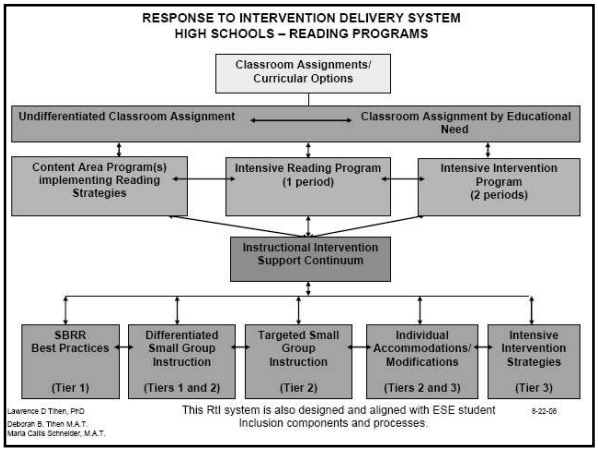
- Student learning/achievement
- Investigation of each individual component
- Evaluation of the interaction effects for the total system

Critical Alignment Processes

- Process Requirements Vary Across District Departments/Schools
- Processes are flexible







Instructional Function of RtI

- Each tier is minimally comprised of four components:
  1. Focus of Instruction
  2. Group Size
  3. Academically engaged time and
  4. Frequency of Assessment

RESPONSE TO INTERVENTION – READING PROGRAM
Elementary Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	SBRR Comprehensive Core Reading Program (CCRP)	CCRP with Supplemental Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction	Differentiated Very Small Group and Individual (3 or Less Students per Group)
Academic Engaged Time (AET)	Ninety (90) Minute Block of Uninterrupted Reading Instruction (ii)	Ninety (90) Minute Block, with an Additional Thirty (30) Minutes of Intervention (iii) Increased Systematic Explicit Instruction and Practice	120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student's Needs (15 to 30 Weeks Intervention). Highly Increased Systematic Explicit Instruction and Practice.
Frequency of Assessment	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

*Students may experience multiple components across tiers.
**Students may move from both lower to higher tiers and higher to lower tiers.

The RtI system is also designed and aligned with ESE student Inclusion components and processes.

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Deborah Burton Tihen, M. A. T.
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3-30-2009

RESPONSE TO INTERVENTION – MIDDLE READING PROGRAM
Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intervention
Focus of Instruction	Content Area Programs implementing reading strategies	Developmental Reading Program for Level 3 and above students Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
Academic Engaged Time (AET)	Content Area Classes One Period each	One Period Developmental Reading Class Increased Systematic Explicit Instruction and Practice	Two Period Intensive Reading Block Highly Increased Systematic Explicit Instruction and Practice.
Frequency of Assessment	Three to Four Screenings per Year to Monitor Student Progress (FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

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RESPONSE TO INTERVENTION – HIGH READING PROGRAM
Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Content Area Programs implementing reading strategies	Supplemental Intensive Reading Program with Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
Grouping/Student Assignment Numbers	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with specifically targeted instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
Academic Engaged Time (AET)	Content Area Classes One Period each	One Period Intensive Reading Class Increased Systematic Explicit Instruction and Practice	Two Period Intensive Reading Block Highly Increased Systematic Explicit Instruction and Practice.
Frequency of Assessment	Three to Four Screenings per Year to Monitor Student Progress (FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

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RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS
Tier Component Guidelines for Elementary, Grades K - 5

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Math Program (CMP) with differentiated instruction	CMP with embedded Supplemental Program Interventions targeted to student needs	CMP with (1) embedded Supplemental Programs and (2) Intensive Interventions targeted to student needs
Grouping/Student Assignment Numbers	Large and differentiated small group instruction	Large group with differentiated small group (5 or less) Supplemental Intervention	Small group (3 or less) and individual Intensive Intervention
Academic Engaged Time (AET)	Sixty (60) minute class Ten (10) – twenty (20) minutes of daily calendar math	Sixty (60) minute class with thirty (30) minutes of intervention scheduled twice a week Ten (10) – twenty (20) minutes of daily calendar math Increased systematic explicit instruction and practice during intervention sessions	Sixty (60) minute class with a thirty (30) minute Intensive Math class meeting once a day Ten (10) – twenty (20) minutes of daily calendar math Highly increased systematic explicit instruction and practice during intervention sessions.
Frequency of Assessment	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

This RtI system is also designed and aligned with ESE student Inclusion components and processes

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5-20-09

RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS
Tier Component Guidelines for Middle School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Math Program (CMP) • Regular Math courses with differentiated instruction	CMP with embedded Supplemental Program Interventions targeted to student needs • Regular Math courses • Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled outside of regular class	CMP with (1) embedded Supplemental Programs and (2) Intensive Intervention targeted to student needs • Regular Math courses
Grouping/Student Assignment Numbers	Large and differentiated small group	Large group with small group (5 or less) Supplemental Intervention	Differentiated Small group (3 or less) and individual Intensive Intervention • Intensive Math class of 15 or less.
Academic Engaged Time (AET)	One class period	One class period with thirty (30) minutes of intervention scheduled once a week Increased systematic explicit instruction and practice	One class period with an additional one period Intensive Math class meeting once a day Highly increased systematic explicit instruction and practice.
Frequency of Assessment	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

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5-20-09

RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS
Tier Component Guidelines for High School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
Focus of Instruction	Core Math Program (CMP) with differentiated instruction • Regular Math courses with differentiated instruction	CMP with embedded Supplemental Program Interventions targeted to student needs • Regular Math courses • Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled outside of regular class	CMP with (1) embedded Supplemental Programs and (2) Intensive Intervention targeted to student needs • Regular Math classes
Grouping/Student Assignment Numbers	Large and differentiated small group	Large Group and differentiated small group (5 or less) with Supplemental Intervention	Differentiated small group or individual Intensive Intervention • Pull-out group (3 or less) • Intensive Math class of 15 or less.
Academic Engaged Time (AET)	One class period	One class period with thirty (30) minutes of intervention scheduled once a week Increased systematic explicit instruction and practice	One class period with • Forty-five (45) minute pull-out group (3 or less) meeting twice a week OR • One additional class period of Intensive Math meeting once a day Highly increased systematic explicit instruction and practice.
Frequency of Assessment	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students

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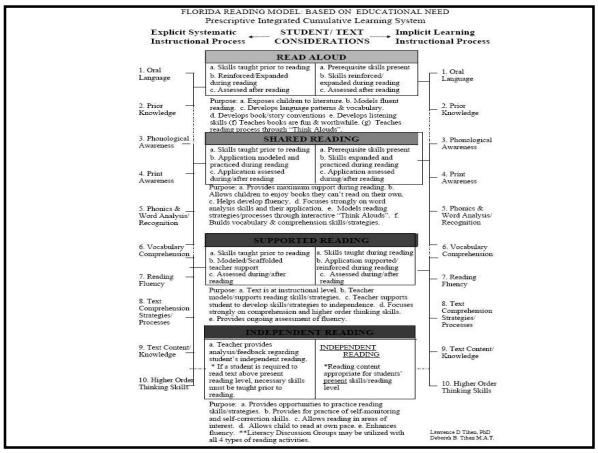

Florida Reading Model

- Prescriptive- Investigates each component of the Reading Process
- Integrated- Addresses interaction effects among the components
- Cumulative- Initial Reading skills form the foundation for subsequent skills
- Learning System- Contains six systemic scaffolding processes to support student learning

Student Text Considerations

Students are not always “good” or “poor” readers

- Determined by how the student’s reading skills match the text requirements
- Text characteristics/requirements have a direct effect on the amount and type of teacher ***SUPPORT*** needed to read successfully

First Systemic Scaffolding Processes

- The use of **systematic, explicit instruction** to teach individual reading skills and strategies.

Explicit, Systematic Instruction

- Informs the students of **WHAT** is going to be learned
- Informs the students of **WHY** it is being learned
- **EXPLAINS/MODELS** the skill/strategy
- Provides **INSTRUCTIONAL SUPPORT/FEEDBACK**

Explicit, Systematic Instruction

- Provides **PRACTICE** opportunities
- Ensures appropriate student **APPLICATION** of the skill/strategy
- Establishes **STUDENT SELF MONITORING**

Second Systemic Scaffolding Process

- The use of **implicit instruction** to teach reading skills
  - Typically utilized in “Round-Robin” Reading activities
  - Effective when 95% of Reading skills/knowledge needed to read and understand the text are present- (Matthew Effect)

Third Systemic Scaffolding Process

- The use of multiple Reading activities with the same text
- Students may demonstrate multiple skill deficits
  - Each Reading activity has individual benefits- listed on the model
  - Example of a multiple Reading Activity scaffold

Fourth Systemic Scaffolding Process

- Instruction of pre-requisite Reading skills to assist in the development of more advanced Reading skills
- Development of these Reading skills is a cyclical and continuous process

Fourth Systemic Scaffolding Process

- Pre-requisite Skill Considerations
  - Comprehension → Fluency → Word Automaticity → Phonics → Phonological Awareness
  - Comprehension → Vocabulary → Prior Knowledge → Oral Language
- Alignment of Strategies Across Grade Levels

Fifth Systemic Scaffolding Process

- Instruction in Student **Application of Reading skills** to Reading activities
- Examples:
  - Phonics skills → Shared Reading
  - Story Mapping → Read Aloud
  - Higher Level Thinking Skills → Read Aloud, Supported Reading, Independent Reading

Sixth Systemic Scaffolding Process

- **Independent Reading**
  - NRP: reports more research is needed
  - Practice/Application of Reading skills
  - Explicit to implicit learning transition
  - Analysis and explicit teacher feedback supports the transition!

Thank you

for the contributions **You** make to **RtI** for the **Students** in your districts!

Contact Information

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Kindergarten LNF3 versus SAT10 Achievement Levels
School Year 2005/06

Stanford 10 Achievement Level

	SB		MB		MT		EX		
LNF3	N	%	N	%	N	%	N	%	Total
0	199	84.3%	23	9.7%	12	5.1%	2	0.8%	236
10	213	54.9%	89	22.9%	79	20.4%	7	1.8%	388
20	185	25.4%	172	23.7%	286	39.3%	84	11.6%	727
30	121	11.0%	163	14.8%	514	46.7%	302	27.5%	1100
40	65	5.7%	98	8.5%	452	39.3%	535	46.5%	1150
50	13	1.6%	27	3.3%	188	23.2%	582	71.9%	810
60	3	0.7%	12	2.7%	55	12.4%	373	84.2%	443
70	0	0.0%	0	0.0%	20	10.6%	168	89.4%	188
80	0	0.0%	1	2.7%	2	5.4%	34	91.9%	37
90	0	0.0%	0	0.0%	1	6.3%	15	93.8%	16
100	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
Totals	799		585		1609		2103		5096

approx. 25th - 75th Percentile
approx. 10th - 90th Percentile

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3/31/2008

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Grade 4 ORF3 versus FCAT Achievement Levels
School Year 2005/06

FCAT Achievement Level

ORF3	Level 1		Level 2		Level 3		Level 4		Level 5		Total
	N	%	N	%	N	%	N	%	N	%	
0	7	100%	0	0%	0	0%	0	0%	0	0%	7
10	9	100%	0	0%	0	0%	0	0%	0	0%	9
20	20	100%	0	0%	0	0%	0	0%	0	0%	20
30	19	95%	0	0%	1	5%	0	0%	0	0%	20
40	27	90%	3	10%	0	0%	0	0%	0	0%	30
50	52	90%	6	10%	0	0%	0	0%	0	0%	58
60	71	64%	21	19%	18	16%	1	1%	0	0%	111
70	56	33%	46	27%	60	36%	6	4%	0	0%	168
80	59	33%	33	18%	76	42%	13	7%	0	0%	181
90	62	23%	71	26%	118	44%	19	7%	1	0%	271
100	58	16%	100	28%	158	44%	36	10%	4	1%	356
110	40	11%	69	20%	161	46%	78	22%	7	2%	353
120	26	11%	40	17%	113	49%	50	21%	5	2%	235
130	9	5%	14	8%	76	41%	75	40%	12	6%	186
140	3	2%	16	12%	58	38%	67	44%	8	5%	154
150	4	3%	11	9%	44	38%	46	40%	11	9%	116
160	3	3%	6	6%	32	33%	48	49%	9	9%	98
170	2	3%	1	2%	15	26%	33	57%	7	12%	58
180	0	0%	1	2%	13	25%	23	43%	16	30%	53
190	0	0%	0	0%	5	16%	20	63%	7	22%	32
200	0	0%	0	0%	3	18%	7	41%	7	41%	17
210	0	0%	0	0%	1	17%	2	33%	3	50%	6
220	0	0%	0	0%	1	50%	0	0%	1	50%	2
230	0	0%	0	0%	1	25%	0	0%	3	75%	4
240	0	0%	0	0%	1	100%	0	0%	0	0%	1
250	0	0%	0	0%	1	100%	0	0%	0	0%	1
260	0	0%	0	0%	0	0%	0	0%	1	100%	1
Total	527		440		958		522		101		2548

approx. 25th - 75th Percentile
approx. 10th - 90th Percentile

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3/31/2006

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Grade 7 ORF3 versus FCAT Achievement Levels
School Year 2005/06

FCAT Achievement Level

ORF3	Level 1		Level 2		Level 3		Level 4		Level 5		Total
	N	%	N	%	N	%	N	%	N	%	
0	5	100%	0	0%	0	0%	0	0%	0	0%	5
10	3	100%	0	0%	0	0%	0	0%	0	0%	3
20	13	93%	0	0%	1	7%	0	0%	0	0%	14
30	25	96%	1	4%	0	0%	0	0%	0	0%	26
40	19	95%	1	5%	0	0%	0	0%	0	0%	20
50	55	92%	5	8%	0	0%	0	0%	0	0%	60
60	55	81%	11	16%	2	3%	0	0%	0	0%	68
70	73	76%	20	21%	3	3%	0	0%	0	0%	96
80	62	63%	25	25%	11	11%	1	1%	0	0%	99
90	91	57%	56	35%	12	8%	0	0%	0	0%	159
100	88	42%	82	39%	34	16%	4	2%	0	0%	208
110	89	37%	93	39%	53	22%	4	2%	1	0%	240
120	86	28%	124	40%	91	29%	7	2%	1	0%	309
130	95	27%	128	36%	103	29%	23	7%	4	1%	353
140	59	14%	130	31%	177	42%	47	11%	4	1%	417
150	30	11%	64	23%	134	49%	39	14%	6	2%	273
160	14	7%	47	25%	88	46%	38	20%	4	2%	191
170	11	10%	13	12%	50	46%	23	21%	12	11%	109
180	7	7%	13	13%	45	45%	29	29%	5	5%	99
190	0	0%	9	18%	23	46%	11	22%	7	14%	50
200	0	0%	4	13%	11	35%	9	29%	7	23%	31
210	0	0%	2	7%	8	18%	12	43%	9	32%	28
220	0	0%	2	29%	2	29%	2	29%	1	14%	7
230	1	17%	0	0%	2	33%	1	17%	2	33%	6
240	0	0%	0	0%	0	0%	1	100%	0	0%	1
250	0	0%	0	0%	0	0%	1	100%	0	0%	1
Total	881		830		847		252		63		2873

approx. 25th - 75th Percentile
approx. 10th - 90th Percentile

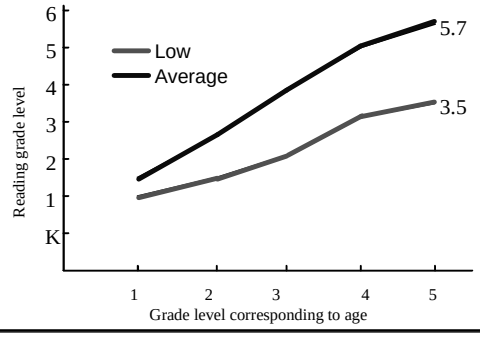
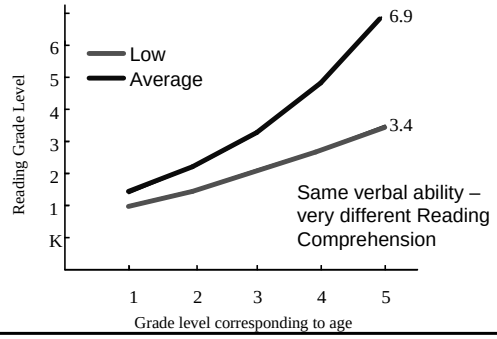
Dr. Lawrence D. Tihen
Dr. Richard Itzen
3/31/2006

Deborah B. Tihen MAT
Maria Callis-Schneider MAT

What skills are particularly deficient in level 1 and level 2 readers at 10th grade?

Skill/Ability	**FCAT Performance Level**				
	1	2	3	4	5
WPM on FCAT	130	154	175	184	199
Fluency percentile	8th	30th	68th	87th	93rd
Verbal knowledge /reasoning	30th	60th	66th	84th	89th

Growth in word reading ability of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)



Growth in reading comprehension of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)